

## CHAPTER V

### DISCUSSION OF QUESTIONNAIRE, AND INTERVIEW DATA

Having described the concept of reading engagement in literature circles and explained the methods selected for this study, this chapter will turn to a range of discussion data from questionnaire.

#### 5.1 Discussion of Data from the Questionnaire

##### 5.1.1 Students' beyond text Knowledge

The findings from the questionnaires showed that the students got different knowledge beyond reading from literature circles. Since literature circles cover not only reading activity but also speaking, listening, writing, knowing new vocabulary, working in group, researching, even drawing. Students' knowledge has enhanced through reading using literature circles (Guthrie et al, 2004, p. 404). As an example, the following chunks from the questionnaires show how students claimed that their knowledge has improved

*S2: "Jadi tau kosakata baru. Jadi tau semua tugas yang harus dilakukan karena roles nya bergilir. Jadi bisa mengillustrasikan apa yang ada dalam cerita. Jadi bisa bikin kesimpulan dalam bahasa Inggris. Bisa bercerita dalam bahasa Inggris."*

"I know new vocabulary. Now I know what to do because we always swap the roles. I can illustrate the story from the text. I can make summary in English. I can retell a story in English."

Having involved in the literature circles, the students realized that they gained more knowledge, whether the knowledge about the story and the knowledge beyond the story. Student 2 claimed that she got new vocabulary

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after reading using literature circles. She also acquired knowledge from doing different task from different roles. Such as drawing and illustrating from being an illustrator, writing sentences and forming a good summary from being a summarizer and storytelling from being a scene setter. Roles in literature circles gave students different experience in comprehending the text. So, it can be concluded that the students in the focus group showed their engagement in reading by building knowledge (Guthrie et al, 2004, p. 404).

### 5.1.2 Social Interaction in Literature Circles

Students answered in the questionnaire that they had their friends helped them in the literature circles (Moecharam& Sari, 2014; Allan, et al., 2005; Byrd, 2002; Gilbert, 2000; Peterson and Eeds, 1990; Barton and Hamilton, 1998). For example, the answer was given by the student 9 who loved working in the group as he was helped by his friend in the group to solve his problem he faced during reading using literature circles.

S9 *“Saya suka karena berkelompok. Jadi kalau saya kebingungan bisa dibantu oleh teman kelompok saya.”*

“I love working in group. So, if I get confused I can ask my friends to help me.”

The student 9's statement above shows that he got the benefits of working in group. He could communicate and share his problems with his friends. It was relevant with Daniels (1994; 2002; 2004) and Short (1997) who proposed that literature circles are fun way of reading activity that students get to work with other people, they get to read the books and then they get to write about them

Students stated that the literature circles have succeeded in helping them working with their group. They found that literature circles enabled them to have dialogue with their friends and the teacher as proposed by Peterson and Eeds (1990) that students learnt to construct meaning best through dialogue with peers and the teacher.

S6                      *“Saya jadi lebih bisa berinteraksi dalam kelompok berbahasa Inggris.”*

“I can communicate in the group using English better.”

From the excerpt above, student 6 stated that she could practice his English with his friend in the group. She has opportunity to speak in English with his friends in the group. Moreover, literature circles provided situation in which students can communicate each other using target language (Daniels, 1994; 2002; 2004; Short, 1997).

### **5.1.3 Students’ Reading Outcomes**

The questionnaire that was administered to the focus group students also showed students’ achievement in reading. The achievement that students showed from their answers in the questionnaire was the achievement that they experienced after literature circles.

They said that after joining literature circles they had deeper understanding towards the text. They know more about the topic of the text compare with what they knew before reading using literature circles. They claimed that they had better comprehension towards the text. For example, one of the students said that he felt easier to understand an English text and he could read faster than before.

The data proved that the students' reading participation related to students' attitude towards reading after joining literature circles. The students stated that they amount of reading has improved. The students showed positive attitude towards reading by reading in and outside the classroom.

Based on the data from the questionnaires, the students' were not only engage with the text before and during the literature circles. They also engage in reading after the literature circles in the classroom (Guthrie, Scafer & Huang, 2001; Kirsch et al., 2002 cited from Guthrie, et al, 2004). They admitted that they read English text after the class or in their spare times as shown from the following excerpts.

S4: "I like reading at home also."

S6: "Now I like studying and reading English more than before. I read from the book also computer."

The excerpts from the interview showed that ten from twelve students gave answers in the questionnaire that they became love reading English text and read English text more often. This data supported the theory from Wigfield and Guthrie (1997) who documented that reading engagement correlates with students' amount of reading. In addition, the data showed that most of the students have increased their amount of reading, especially reading English text during the implementation of literature circles. They found that literature circles have encouraged them to read more often. Students wanted to finish their task based on the selected roles, to do this they needed to read the text more than one time.

## 5.2 Discussion of Data from Classroom Interview

### 5.2.1 Students' Reading Strategy

The teacher interviewed students from the first and second focus group to find the clear information about students' experience in reading using literature circles. From the interview, the teacher found that reading the text repeatedly was chosen by the students in order to get more understanding about the story from the text. Six from twelve students confirmed that they read repeatedly to comprehend the text.

*S3: "Iya miss apalagi teks yang kedua kan lebih panjang. Harus tiga kali dibaca baru aku bias ngerti."*

"The second text is longer than the first one. I need to read it three times to get the meaning of the text."

Students' effort in reading the text more than one times is one of the strategies to understand the text. The teacher did not ask the students to read the text many times. The most important point here is the students were willing to do that. That came from themselves as they needed to read the text repeatedly not only to understand the text but also to finish the task in literature circles. The students' amount of reading shows that they were engaged in the reading process (Seravallo, 2010; Wigfield and Guthrie, 1997).

Another data gained from the interview showed that students discussed with their friends to solve the problem they faced during reading in literature circles. The advantage of reading the same text was the students could ask and

share what they found during the reading. Students chose the same text as they had same interest toward the text and they helped each other when they were facing problems in literature circles. In other words, literature circles are mainly independent reading activities which are done collaboratively in the group (Moen, 2004: 4).

From the data previously mentioned, it can be concluded that literature circles allowed students to choose the strategy in reading and learning that they found comfortable. The literature circles program recognizes the diversity in students preferred learning styles and provides strategies to cater for these individual strategies (Dawson and FitzGerald, 1999).

### 5.2.2 Students' Beyond Text Knowledge

From the interview, the students stated that one of the advantages by joining literature circles is having their knowledge improved. The knowledge that students mentioned in the interview are vocabulary and how to write sentences.

*S2: Iya miss jadi banyak tau kata-kata soalnya nyari di kamus. Terus jadi bias bikin kalimat yang bagus kan bikin kesimpulannya pake bahasa Inggris.*

S2: "Yes, I do. I found many difficult words and I looked for their meanings in dictionary. I could make good sentences when I was summarizing the text in English."

The engagement that appeared from students' answers in the questionnaire and interview were similar. Most of the students found that their vocabulary skill has improved. The roles that students did in literature circles gave them opportunity to find and learn more vocabulary. Some roles also required students to highlight the important and the difficult words. Therefore

students claimed that they had better vocabulary skill after joining literature circles. It means that the students engaged in reading using literature circles as literature circles facilitated them to get knowledge in terms of knowing more vocabulary than before (Guthrie & Wigfield, 2000).

Another knowledge that has improved was the knowledge related with the roles that students chose. Each role gave students different experiences. Then the experiences apparently gave students' different knowledge as well. For the example, student 2 learnt to summarize the story from being a summarizer. She acquired knowledge out of the topic from the text which was summary making.

### 5.2.3 Social Interaction in Literature Circles

It has been mentioned previously that literature circle cover various activities that enable students to communicate with their friends in the group. Although in literature circles the students read the text individually and had individual task also, students were able to exchange and share opinions to their friends in the group as they read the same text at the same time. In addition, reading using literature circles had been proven by students' answer in the interview to promote interaction among the group members (Moecharam& Sari, 2014; Allan, et al., 2005; Byrd, 2002; Gilbert, 2000; Peterson and Eeds, 1990; Barton and Hamilton, 1998). As an example, the following excerpts of interview show how students received the benefits from joining the literature circles.

*S6: "Soalnya kan kita baca teks yang sama jadi bias diskusi kalau nggak ngerti miss. Kalau ada kata-kata yang sulit juga bisa tanya sama temen."*

S6: "Since we read the same text, we can discuss if we have any problems. If I found difficult words I can also ask my friends."

The excerpt from student 6 was one of the examples of students' answers in the interview that showed their positive opinion of working in group. Student 6 got the advantages of working in group such as reading the same text with his friends, sharing problems, and solving problems together with friends in the group.

#### 5.2.4 Students' Reading Outcomes

Findings from Interview showed that students had three outcomes from reading using literature circles. The first outcome was reading comprehension. The second was reading habit. The last outcome was the reading attitude.

The students admitted that they have better reading comprehension after literature circles. The activities that they experienced in literature circles enabled them to get deeper understanding about the story they read.

S1                    *"Setiap ngerjain role yang berbeda dibaca lagi jadi lebih sering baca lebih cepet ngerti."*

"I did different roles and I read many times to finish the task for my roles so I understand the text faster."

S8                    *"Mengerti teks nya miss. Kan waktu pertama miss suruh milih teks aku belum begitu mengerti jalan ceritanya. Tapi sekarang setelah baca berulang kali jadi lebih mengerti."*

"I understand the text, miss. When you asked me to choose one text, I did not understand the story. Now, after I read it many times I understand the story better."



The reading outcome that came up from student 1's interview was text comprehension. Students 1 stated that after he read the text several times in the literature circles, he thought that his text understanding was getting better. In addition to student 1's answer, student 8 answers also supported that after reading in literature circles his understanding toward the text improved.

In addition to the outcomes that came from students' answers in the interview, students also added that they read more often after joining the literature circles. Student 5, 6, 8, 10, and 12 clearly stated that they read more frequently at home. They stated that they read more often compare to what they did before the literature circles. The increasing of students' amount of reading inside and outside the classroom showed that the students had fulfilled the characteristics of reading engagement (Guthrie, Scafer, &Huang, 2001; Kirsch et al., 2002 cited from Guthrie, et al, 2004).

The last outcome that appeared on students' answers in the interview was reading attitude. Student 2 and 3 said that they have higher motivation in reading. They were more interested in reading than before. Their answers implied that literature circles gave them motivation to read not only during the literature circles meeting but also at home or after the class. Students' motivation in reading during or after the literature circles were consistent with the theory that engaged reader is intrinsically motivated (Guthrie et al, 2004: 404).

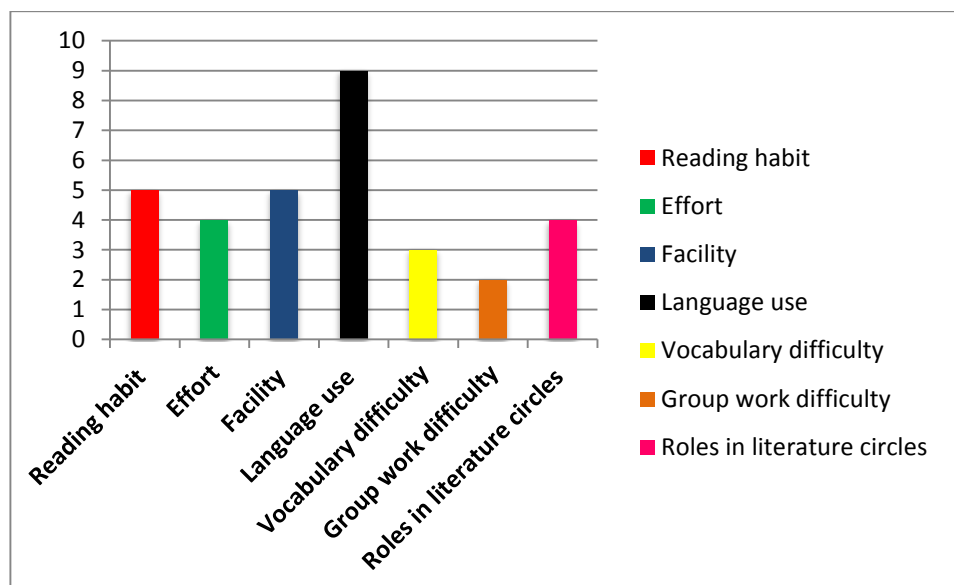
### **5.3 The Obstacles as Perceived by Students in Reading using Literature Circles**

This subchapter elaborates the obstacles based on the result of interview and observation to the focus group students. There were seven obstacles faced

by the students during literature circles implementation. They were language use, reading habit, facility, students' efforts, roles in literature circles, vocabulary difficulty, and group work difficulty. The chart below shows students' responds toward the obstacles they perceived during literature circles.

**Chart 1**

Obstacles as Perceived by Students in the Literature Circles



The obstacles which were perceived by the students in reading using literature circles as elaborate below:

### 5.3.1 Language Use

Some obstacles concerning the language use in during the literature circles meetings were put forwarded by the students. There are nine answers or 28,12% answers concerning the use of English in the literature circles meeting as one of the obstacles as perceived by the students in reading using literature circles. Students stated that they found many difficulties in using English in the discussion. The difficulties in using English both in spoken and written tasks were collected from the interview between researcher and the students. The data shown that the use of English as the main language was the most obstacle they found during the discussion. Students hesitated in answering teacher's question in English and retelling the stir from the text using English as well. Students were also faced difficulties in making sentences in English to finish their roles in literature circles.

Consider the following statements from the students:

- S1

*“Kalau lagi nerangin mah bahasa Indonesia aja miss. Soalnya kalau miss langsung pakai bahasa Inggris suka ga ngerti. Tapi kalau lagi diskusi kelompok mah ga apa-apa miss pake bahasa Inggris juga.”*

“When you are explaining I want you to use Indonesian. Because if you use English I won't understand. But it is ok to use English in the group discussion.”

Student 1 stated that he preferred teacher to use Indonesian when teacher was explaining the material. He felt that he could not understand well

if teacher gave explanation in English. It happened since the literature circles were something new for the student. As a result, they could not understand easily what they had to do in literature circles, let alone to understand the teacher's explanation in English. In line with the answer from the student 1 was student 2's answer concerning the use of Indonesian when teacher is explaining the material.

- S2

*"Kesulitannya kalau miss ngomong bahasa Inggris. Nisa ngerti tapi gabisa jawabnya."*

"The difficulty was when you are talking in English. I could understand but could not answer to it."

Student 1 also stated other obstacles concerning the language use in literature circles. He mentioned that the reason he hesitated in using English was shyness. He was too shy to speak in English.

- S1

*"... ga ada miss paling itu aja kalau disuruh ngomong bahasa Inggris suka rada malu tapi lama-kelamaan mah engga."*

"... nothing miss, only when you ask me to speak in English I feel a bit shy but after a while I am ok."

Student 1 answer is in line with the answer from student 2, and student 4

- S2

*"kadang-kadang ga bisa kadang-kadang malu hehehe."*

"Sometimes I cannot (speak English) sometimes I feel shy."

- S4

*“Iya miss kan malu da aku mah ga bisa.”*

“Yes miss I feel shy because I cannot (speak English).”

The answer of student 1, 2, and 4 above showed that to some extent, literature circles could not deal with shy students. Literature circles in which the students had to talk about the book using the target language were too tricky for EFL students, especially those who were shy. They found difficulty in using the language and speaking up in front of other people.

On the other hand, the difficulties in using English in the written activity were showed by the answer from student 4, 7, and 8.

- S4

*“Itu miss kalau bikin kesimpulan cerita apa ke bahasa Inggris suka ga bisa bikin kalimatnya.”*

“When I have to make summary, I feel hard to form sentences in English.”

- S7

*“Masih suka salah-salah kalau buat kalimat miss. Aku ngerti tapi suka susah ngungkapinnya.”*

“I still have problem in making sentences. I understand but hard to express it (in English).”

- S8

*"Susah miss kalau harus bikin kalimat atau nyimpulin pake bahasa Inggris."*

"It's so difficult to make sentence or summary in English."

From the excerpts above, we can see that the students found difficulties in using English in the written task. They faced difficulties in using English in writing sentences or making summary from the story.

The obstacles concerning English as a main language in literature circles discussion is in line with mechanical problem as proposed by Daniels (2002: 221). Daniels (2002: 221) stated that mechanical is one of the common problems in literature circles implementation. Mechanical problems emerge when there is lack of interaction between group members. In this case lack of interaction was caused by students' hesitation in using English as a main language. They kept using Indonesian even if teachers kept encourage them to speak in English. Students chose to give short information and minimal contribution when they were speaking in English.

### 5.3.2 Reading Habit

Beside the obstacles about the language, students found other obstacles concerning their reading habit. This problem refers to personal or culture problem because students did not have habit to read a long text (Daniels, 2002: 222). Reading habit here means students unfamiliarity with reading longer text. They used to learn shorter narrative text. Therefore initially they found it difficult to read longer text. The result from the interview show that there are

five answers or 15.6% answers concerning students' reading habit as one of the obstacles as perceived by students in reading using literature circles.

Consider the following statements from the students:

- S1

*"Iya miss teks yang kedua panjang, yang pertama mah engga."*

"yes miss, the second text is long. The first one is not."

*"Jarang baca teks yang panjang gitu miss."*

"I rarely read long text."

Student 1 admitted that he did not use to read a long text before. He chose the first text since it was shorter than then second one. Reading a long text became a problem for him since he did not use to it.

- S2

*"Iya miss soalnya kalau panjang banyak kata-kata yang sulit jadi ga ngerti teksnya."*

"In longer text, there are more difficult words that in the shorter one and I feel difficult to understand the text."

The problem that the student found in reading a long text was also the vocabulary. They already had in their mind that longer text has more difficult words. They felt uncomfortable with a long text because they thought the text has more complicated story and the words are also difficult to understand. As a result, the students tend to avoid reading a long text.

- S5

*"Paling teksnya harus dibaca berkali-kali supaya lebih ngerti miss."*

"The text has to be read many times so that I can understand it."

- S6

*“Mungkin pertama-pertamanya aja susah membaca teks yang panjang tapi lama-kelamaan jadi gampang karena kita diskusi dengan teman sekelompok.”*

“Maybe at the first time I was struggling with a long text, but then it became easier after I discuss it with the group.”

Based on the excerpts from student 5 and 6 above, it can be seen that the students’ difficulty in dealing with a long text was then solved by reading it repeatedly. Student 5 answered that she could understand the text by reading it more than once, whereas student 6 answered that she could deal with the text after having a discussion with his friends in the group. The students’ answer above showed that literature circles could facilitate the students to deal with a long text. Reading using literature circles eased the process of reading itself. Literature circles enabled the students to share their problem and ideas regarding the text.

What they did before literature circles was learning genres from short texts. They read short text in order to identify the genres. They did not use to explore and read longer text. Teacher in their class used to give them short text in order to learn genres such as narrative and recount. Therefore they shocked and uncomfortable when they had to choose and read longer text. Daniels (2002: 223) stated that to support students to move beyond narrow reading habits is a project of many efforts, over weeks and months. Accordingly, both teachers and students needed extra patience in order to make changes.

### **5.3.3 Facility**

Another obstacle perceived by the students in reading using literature circles is facility. There are five answers or 15.6% answers concerning facility



as one of the obstacles in reading using literature circles. The following statements show how students faced difficulty concerning facility problem.

- S5

*” Temen dari kelompok lain ribut miss suka banyak yang ngeganggu. Jadi suka ga konsen kalau baca dikelas.”*

“Friends from other group were too noisy and the distracted me. I could not concentrate to my reading in the class.”

In order to cope with the noise problem, the teacher had to manage the class well. The class needed more than one teacher to help them in literature circles. The same answer also came from other students. They found difficulty working in literature circles since the class was too noisy and the teacher did not have time to visit all the groups at one meeting.

- S8

*“Paling temen-temen kelompok lain suka ribut miss jadi ga kedengeran suara miss nya.”*

“Friends from the other groups always noisy, so I could not hear Mrs.Jeani’s voice.”

- S9

*“ Kelas nya suka ribut miss. Jadi miss nya harus bolak balik.”*

“The class was always noisy. So, Mrs. Jeani had to back and forth (from my group to the other groups).”

The statements from students 5, 8, and 9 above showed that noise in the class distracted their concentration. This problem is in line with facility issue since there was only one teacher in the class. The researcher who conducted the teaching process was struggling to manage the classroom. One teacher in the class was not enough to control the focus and non-focus group students at the same time. When the teacher was observing the focus group students, the non-focus group students made a loud noise to attract teacher’s attention. This problem has already stated by Daniel (2002: 233) before. He said that students get excited in literature circles. When students get excited they tend to show it by their loud noise. *Noise is almost a barometer of kids’ engagement in literature circles: if it’s loud, it’s probably working (Daniels, 2002: 233).*

Other answers concerning facility obstacles were also showed by the answer from student 5, and student 6.

- S5

*“Hambatannya koneksi internet miss. Kan kalau researcher harus buka internet tapi disini susah. Jadi waktu itu juga minjem handphone miss Jeani aja.”*

“The internet connection became a problem. When I had to finish my researcher role I need to access the internet but it was hard to access it from our class. So at that time, I had to borrow Mrs.Jeani’s phone to open the internet.”

- S6

*“Paling waktu harus jadi researcher miss, internet nya ga jalan. Jadi ga selesai roles nya.”*

“When I was being a researcher, the internet connection did not work. So, I could not finish my role.”

The interview result from student 5 and 6 showed that there was an internet connection problem during the lesson. Students especially those who took researcher role needed internet connection to do the research. As a result they needed to finish their roles at home and discussed their roles at the next meeting.

#### 5.3.4 Students’ Efforts

Lack of students’ efforts also became a problem in the implementation of literature circles. Students acknowledge that they did not give enough efforts in the literature circles. There are four answers or 12.5% answers concerning students’ effort as one of the obstacles in reading using literature circles.

Consider the following statements from the students:

- S2

“Suka lupa bawa kamus miss.”

“I forgot to bring dictionary.”

- S9

*“Males (bawa kamus) miss kan berat.”*

“So lazy to bring dictionary because it is too heavy.”

*“Kalau miss di kelompok kitaterus suka jadi gampang.”*

“If you are with our group everything becomes easy.”

The statements above showed that the students did not prepare for the reading. Teacher has asked them several times to bring dictionary to the class but they did not do it. They did not show enough attention to it and did not give effort to bring dictionary to help them. The following answer from student 4 showed that students relied on teacher's help. They did not want to give extra efforts in reading or conducting group discussion without the teacher.

- S4

*"Kesulitannya kadang-kadang suka males miss. Apalagi kalau miss nya lagi di kelompok lain. Kalau ada kata-kata yang sulit juga suka jadi males"*

"I sometimes feel so lazy especially when Mrs. Jeani is not around to help. I feel so lazy when I found difficult words in text."

The effort problem is in line with Daniels' (2002: 221) statement. He proposed a problem concerning the failure to the reading ore preparation problem. Students' lack effort to bring dictionary and to do their own discussion without the teacher are clearly refer to what Daniel has mentioned before. If students are not prepared, the chance of literature circles to run well is almost impossible. *"This is a teacher management challenge; if the works is not getting done, teachers need to delve into their repertoire of management tools to ensure that kids get ready (Daniels, 2002: 222)."*

### 5.3.5 Roles in Literature Circles

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Literature circle was new activity for the students. They used to read the text but never done literature circles before. Initially, they were confused with what they had to do especially in doing the roles. There are four answers or 12.5% answers concerning students' difficulty in understanding and finishing the roles in literature circles. The excerpt of the interview can be seen as the following:

- S3

*"Kesulitannya pertama-pertama aja waktu miss menerangkan roles nya. Suka pusing role ini tugasnya apa."*

"At the first I felt difficult in understanding the roles. I don't understand the task for each role."

- S5

*"Hambatannya kadang-kadang lupa roles nya... roles nya banyak suka ketuker-tuker."*

"The obstacles is I sometimes forget the roles... there are many roles and I always confused."

- S8

*"Bacanya sih semangat miss tapi ngerjain roles nya suka agak males."*

"I like to read it but I feel lazy to do the roles."

- S9

*"Belum terbisaa miss sama roles nya."*

"Roles are new and unfamiliar to me."

Based on the interview, it can be assumed that students had difficulty in doing their roles in literature circles. It is supported by Daniels (2002: 223), the excessive use of role sheet or other structured tools can be a problem in literature circles. That can make literature circles become tedious. In line with

this, Pearson (2010) argues that designating students to roles in literature circles potentially inhibits the discussion. Assigning roles limits the free-flowing aspect of the discussion. As a teacher, we need to be creative in using the role sheet. Daniels (2002: 223) suggested *“to switch to more open-ended response harvesting tools rather than take one turn, do the minimum, and sit back”*.

### 5.3.6 Vocabulary Difficulty

The result from the interview showed that students found difficulty in understanding the words from the text. They faced vocabulary difficulty in reading. There are three answers or 9.3% answers about students' vocabulary difficulty. The excerpt of the interview can be seen as the following:

- S2

*“Ada miss kalau nyari (kata-kata) di kamus kadang-kadang ga ada trus temen-temen juga ga tau artinya.”*

*“Sometimes I cannot find the meaning of words in dictionary. My friends also do not know the meaning.”*

*“... kata-kata yang sulit jadi ga ngerti teksnya.”*

*“... the words are difficult so I could not understand the text.”*

- S9

*“Kesulitannya banyak kata-kata baru jadi harus cari artinya.”*

*“There were many difficult words so I need to find their meaning.”*

As this study was implemented in EFL class, vocabulary became one of the issues. Students' vocabulary mastery is a significant factor in reading activity. Ideally, in literature circles students should be able to read literature

circle texts without using a dictionary. Since students were struggling with the new words in the text, teacher asked them to bring and open dictionary whenever they think they need to.

### 5.3.7 Group Work Difficulty

Literature circles train students to work in group. However, it is not easy to have one group works together. From the interview result, it can be seen that students faced this problem. They found difficulty in working with the members of their group. There are two answers or 6.25% answers concerning the problem of working together in a group. The excerpt of the interview can be seen as the following:

- S3

*” Paling kalau ada teman yang minta dibuatkan kalimat. Suka bingung, tapi kan ga apa-apa itu namanya kerjasama.”*

“My friends ask me to make sentences. I confused but that is ok. It’s called cooperation in group work.”

- S7

*”Paling temen-temen suka minta dibantuin miss. Ya engga sih miss tapi kalo semuanya minta bantu aku jadi pusing.”*

“My friends ask me for a help. That is ok but if all members asked me I was puzzled.”

The statements from two students above are in line with group dysfunctions as proposed by Daniel (2002: 224). Groups dysfunctions happen when a group of students has an intractably hard times working together. The group consisted of six students who have different level of reading skill and

background knowledge. Students who feel more comfortable with their skill tend to dominate the discussion, while shy students tend to be more passive.

## **5.4 Conclusion**

This study raised the issue related the students' reading engagement in literature circles. It was assumed that literature circles can give positive effects on the reading engagement of the students. It was also supported by the data found that has been elaborated in this chapter.

As the way to enhance validity, triangulation was applied in form of supporting the data gained from classroom observation. The excerpts of questionnaires and interview to some extent showed similar findings with the field notes from classroom observation. The teacher also analyzed the students' journal that compiled all students' work during the program. Moreover, the journal analysis also strengthened the previous data found from the other research instruments. All data indicated that students' reading engagement was shown during the implementation of literature circles.

The results of data analysis show that students' reading engagement in literature circles could be seen from reading engagement perspectives as proposed by Guthrie and Wigfield (2000). They were students' active participation, strategy use, conceptual knowledge, social interaction, and reading outcomes. The five reading engagement perspectives showed that literature circles gave positive effects on students' reading activity.

The students' active participation was obtained through classroom observation and students' journals data. Students' active participation during literature circles showed that the students engaged with that they were reading



and what they were doing in the activities implemented by the teacher in the literature circles.

The use of cognitive strategies during reading using literature circles was gained based on the classroom observation, interview and students' journal. It was found that students employed four different strategies. They were concentrating on text, asking for clarification, discussing with friends, and using dictionary. The findings that showed students' engagement through the strategies they used in reading using literature circles are elaborated below.

Students' beyond text knowledge was developed as it was seen from questionnaire, interview and students' journal. Students' conceptual knowledge refers to the notion that reading is knowledge- driven (Guthrie & Wigfield, 2000). Most of the students claimed that their vocabulary skill has improved after joining literature circles. Other knowledge was also mentioned by the students such as writing, summarizing, drawing or illustrating the story, and storytelling.

The data from classroom observation, questioner, and interview supports the theory that literature circles encourage students to communicate and building relation with their friends. Literature circles let the students talk freely about their readings and exchange their understanding about the same readings in their group. Literature circles are fun way of reading activity that students get to work with other people, they get to read the books and then they get to write about them (Daniels, 1994; 2002; 2004; Short 1997).

Besides, the students' reading outcomes came up from the questionnaire, interview and students' journal. Engaged reading correlates with achievement in reading comprehension (Guthrie & Wigfield, 2000). Students' reading outcomes were showed by data from classroom observation, questionnaires, and interview. There were two outcomes that the teacher and

the nonparticipant observer found. They were the improvement of students' reading comprehension and students' reading habit.

Get into the second research question, the data analysis showed that there were some obstacles in reading by using literature circles. The obstacles were divided into two categories: obstacles as perceived by students and obstacles as observed by teacher. Perceived obstacles were language use, reading habit, facility, and students' efforts, roles in literature circles, vocabulary difficulty, and group work difficulty. Besides, observed obstacles were language use, vocabulary difficulty, group work difficulty, effort, classroom management, time allotment, and facility. There were similar obstacles that were perceived by the students and also seen by the teacher, such as language use, vocabulary difficulty, group work difficulty, facility and students' efforts. The similarities between the perceived and observed obstacles showed that the teacher could see the problems that were being faced by the students.

Language use became the major difficulty in reading using literature circles because students did not used to talk in from of others using L2. Although Nuryati (2009) stated in her research that literature circles provides the non-threatening atmosphere that enabled them to be more active in practicing their L2 speaking skill, the teacher was still struggling to encourage students to speak using L2 in the discussion. Students were able to talk about the text but they were lack of experience in a discussion or a presentation. Therefore the literature circles discussions were mostly obstructed by students' language problem.

Moreover, the conclusions, limitation and recommendation will be discussed in the following chapter.

